



Module 2

Symptoms and Injuries

C I W A

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Reader's Notes

The module 'Symptoms and Injuries', stresses the need to recognize symptoms and get treatment before problems worsen. It provides guidance about the appropriate places to seek diagnosis and treatment. An overview of the material covered in the module is provided in the introduction. This covers the salient features of the module and serves as a useful source of information for the facilitators. We recommend that the facilitators read the introduction so that they have complete information before going to the class. The introduction is written in plain language so that it can be incorporated into effective lesson delivery.

Activity sheets that support the learning objectives are included in the module to reinforce the key health concepts being explored. A sample lesson plan which includes the targeted Canadian Language Benchmark (CLB) level of the learners, time estimation, and additional information about the topic has been provided with all activities. A visual glossary has been provided to assist the facilitator in explaining the new vocabulary. It is up to the facilitator to include, omit or adapt the activities according to the needs and level of the learners.

Keeping in mind the limited literacy level of the learners, the preferred method for teaching the curriculum envisages the following stages:

1. Introduce the subject and prompt a discussion, through brainstorm questions provided in the facilitator's notes. This reveals the existing knowledge the learners possess on the topic. Guide learners to relate their experiences and opinions about the topic. These discussions kindle interest and gain the attention of the learners, while providing an assessment to the teacher.
2. Introduce vocabulary by writing the key words on the board and teaching their meanings by showing pictures. When feasible, use of transparencies/ PowerPoint/ realia (real life objects)/ models/ charts can be made to augment the learning.
3. Actively maintain learner participation by miming, choral repetition, role play, questioning, inviting opinions etc.
4. Review the activity sheet thoroughly and address learners' questions. This is achieved by active questioning, hinting at answers, allowing the learners come to a conclusive solution and then revealing the correct answer.
5. Ask the learners to attempt the activity and clarify as much as possible, without giving the answers.

Facilitators should use their discretion to select the activity sheets that best align with the level of their learners. Recapitulation and repetition is important at all stages.

During facilitation, handouts and activities should be distributed to the learners. They should be prompted to seek clarifications about the handout contents.

Learners should be encouraged and motivated to obtain more information about health through reading, internet, suitable television/radio news and documentary programs in their first language and discussions with their family members and friends.

Focus Questions

Facilitators should review the effectiveness of learning by focusing on some key questions and adapting the lessons according to the specific need of the learners. Focus questions include:

- Is the lesson appropriate for the learners' literacy level?
- Will the learners find the lesson interesting and useful?
- Does the lesson connect to the learning goals of the learners?
- Are the lessons being tailored to meet the needs of the learners?
- Is feedback being used to assess the effectiveness of learning by the class?
- Are the learners able to do what is expected of them at the end of instruction?
- Have the needs of the low literacy level learners been catered for to enable them to keep abreast with the rest of the class?
- Are lessons being recapitulated and reviewed regularly in the class?
- Are the learners acquiring adequate vocabulary about items related to health care?
- Can the learners describe problems related to health, hygiene, illness, sickness, injuries and symptoms orally and in writing?
- Have the learners been provided sufficient practice on what they will be assessed on?

Introduction

Body Parts

Body parts are external or internal. External body parts are outside parts of your body such as an arm, eye, ear or nose. Internal body parts are inside of you such as heart, lungs or kidneys. All parts of the body play a special role in how our body works.

Hearts pump blood through our body. Vessels (tubes, veins) are connected to the heart. These tubes take the blood to all parts of body.

Our lungs help us breathe. Lungs take oxygen from the air into the blood and carbon dioxide from the blood into the air.

Muscles contract and relax to help us move.

Bones are hard parts of our body. They help hold our body up. Bones protect the internal parts (organs) of our body.

Kidneys take out bad things from our blood and change them into urine (pee).

Our brain controls all parts of our body. It helps us think. Our brain is in our heads.

The stomach is where our food goes. It breaks our food into small pieces so that our blood can take nutrients (good parts of the food) from the food. Food gives us energy and keeps us strong.

A joint is where two bones meet. Joints have cartilage (a soft material) in them so that the hard bones can move easily.

Senses

We have five basic senses; sight, hearing, taste, smell and touch. Our senses help us know and experience our world.

- Sight: how we see things through our eyes
- Hearing: how we hear different sounds through our ears
- Taste: how we know if what we eat is sweet, salty, sour or bitter
- Smell: how we know if something has a good or bad smell
- Touch: how we feel things (smooth, rough, wet, dry, etc.)

Symptoms

Symptoms are the way our bodies tell us that there are health problems. Symptoms can help tell us what is wrong in our body. Symptoms tell you that there are changes in how your body is working. When you visit a doctor, you should tell your doctor how you feel. If you do not feel good, this could mean that something is wrong with your health.

There are different types of symptoms. Symptoms can be:

- Vomiting (to throw-up)
- Swelling (puffed up)
- Bleeding (loss of blood)
- Fever (high body temperature)
- Earache (pain in the ear)
- Toothache (pain in the teeth)
- Headache (pain in the head)
- Rash (irritation of the skin)
- Numbness (to not feel)
- Drowsiness (sleepy)
- Diarrhea (watery poop/stool)
- Trouble breathing (cannot breath well; shortness of breath)
- Tingling (feeling pins and needles in your body or skin)
- Passing gas (bad smelling air from bowels)
- Congestion (your nose is full. It is hard to breathe from your nose)
- Itching (you want to rub or scratch your skin)
- Fatigue (you feel tired/weak)
- Constipation (your stool (poo) is too hard. It does not come out)
- Sneezing (a quick push of air out of your nose and mouth)
- Stomach ache (pain in your stomach)
- Backache (pain in your back)
- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Dizziness (feeling wobbly/faint; to loose balance; not steady)
- Nausea (to feel like throwing up; feeling sick in the stomach)

Symptoms can be a sign that you have different diseases or illnesses like:

- Malaria (fever caused by infected mosquitoes)
- Tuberculosis/TB (infectious disease that affects your lungs and other parts of your body)
- Cancer (cells that grow uncontrollably; cells are what our bodies are made up of)
- Heart problems
- Kidney problems
- Digestive problems (problems with how the body deals with food and uses it for energy/ power)
- Flu (an illness that affects breathing or the stomach)
- Colds (illness which affects the nose and throat)

- Liver problems (illnesses such as cirrhosis: liver cells get hurt and replaced by scar tissue)
- Hearing problems
- Eye problems

If symptoms continue for many days go to a doctor. If you do not go to a doctor, it may cause more problems. Symptoms help you understand what is wrong with your body.

Symptoms help you find diseases such as:

- Cancer (group of cells that grow uncontrollably)
- Tuberculosis/ TB (infectious disease that affects your lungs and other parts of your body)
- Cirrhosis (disease of the liver; cells get hurt and replaced by scar tissue)

Injuries

An injury is when you hurt your body. As injury can be on the outside of your body like:

- A burn (when touch something very hot; your skin gets red and sore)
- A cut (to break the skin with a sharp object such as knife, scissors, scalpel)
- A fracture (break e.g. to break a bone)
- Swelling (puffed up; like skin or a joint)
- Bruises (when you are hurt and your skin turns black or blue)

An Injury can be inside your body like:

- Blood clotting (a lump of blood that blocks your veins/ blood vessels)
- Muscle tear (rip)

Getting Help

There are different types of health care for people who live in Alberta. These are:

- Health Link Alberta
- Walk-in clinics
- Family doctors
- Urgent care centres
- Hospital emergency departments

If you are hurt, you should get help. Injuries inside your body can be more serious than how you may feel. You should get help if your symptoms are very bad. You should go to an emergency department or urgent care centre. If the symptoms are not serious, you can go to your family doctor or walk-in clinic. You can call Health Link Alberta if you are not sure about where you should go. You can call Health Link Alberta 24 hours a day, 7 days a week.

- Calgary phone 403-943-5465
- Edmonton phone 780-408-5465
- Province wide phone 1-866-408-5465 (toll free)

You can go to any of these places based on how sick you are. For example; you will not go to an emergency for a common cold (an illness which affects the nose and throat), flu (an illness that affects breathing or stomach) or fever (high body temperature).

You can go to a family doctor or a walk-in clinic when you have symptoms. It is important to be able to tell symptoms. It will make it easier for your doctor to tell what your problem is.

Some symptoms that you can have are:

- An earache (pain in the ear)
- Sore throat (pain in the throat) and cough
- Fever (high body temperature)
- Muscle and joint pain
- Flu (an illness that affects breathing or stomach)
- Rash (irritation of the skin, causes redness of the skin)
- Vomiting that doesn't stop (throw-up)
- Diarrhea (watery poop/stool)
- Stomach pain

If your life is not in danger, but you are so sick that you need to see a doctor, you should go to an urgent care centre. Some examples are:

- Difficulty breathing (cannot breathe well; shortness of breath)
- Bad sore throat
- Bad headaches
- Sprains (muscle injury; like when you twist your ankle) and broken bones
- Deep cut that needs stitches
- High fever (high body temperature). Call Health Link Alberta they can help you decide, through an interpreter if necessary, what is a dangerous fever.
- Shortness of breath (you cannot get enough air and it is hard to breathe)
- Wheezing (making a whistling sound when you breathe)
- Fracture/break (to break a bone)

You do not need an appointment at urgent care centres. An appointment is the time and date you agree to meet or see someone. Go to the emergency department of the nearest hospital if someone is so sick or hurt that they may die. You should go to the emergency department if a person is:

- Unconscious (person is not awake but not asleep and will not wake up; does not respond)
- Giving birth/ labour; pregnancy (baby is growing inside a woman for 9 months)
- Heart attack (the heart gets damaged/ hurt)
- Stroke (sudden loss of brain function caused when the supply of blood to the brain stops)
- Asthma (disease that makes it hard for people to breathe)
- Seizure (a sudden short attack of shaking and unconsciousness)

External Parts of the Body 1

Facilitator's Notes

Level: Pre-benchmark

Time: 20 – 30 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to identify and name different parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Pictures cut out from activity sheet to make picture cards or pictures from visual glossary.

Vocabulary: feet, teeth, elbows, wrists, shoulders, thumbs

Brainstorm: Ask learners:

- What are some different body parts?
- Name the body parts, point to them and then point to their pictures on the activity sheets
- Explain their functions, miming where possible

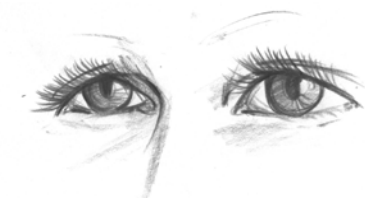
Instructions:

1. Explain the difference between external and internal body parts with the help of pictures.
2. Write down the new vocabulary on the board and teach their pronunciations and meanings by showing picture cards.
3. Explain all words one by one, relating them to the pictures on the activity sheet and pointing to your body.
4. Distribute activity sheet, 'External Parts of the Body 1'.
5. For each picture tell the learners to say the word and point to it on their activity sheets and then on their bodies.
6. Demonstrate how to write in the blanks beside the picture and ask the learners to do the same on their activity sheets.
7. Tell the learners to complete the remaining questions by copying the words beside each picture.
8. Circulate and help, where needed.

Extension: Show the learners different clothes or jewellery and ask on which part of body they wear them e.g. socks, mittens, earrings, necklace etc.

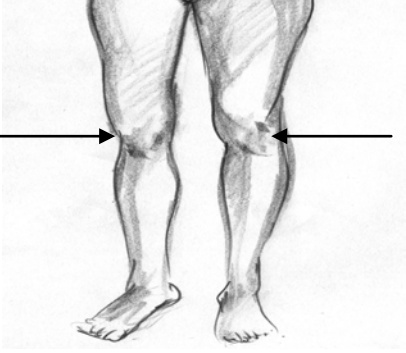
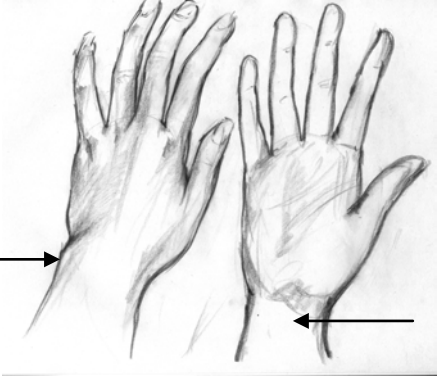
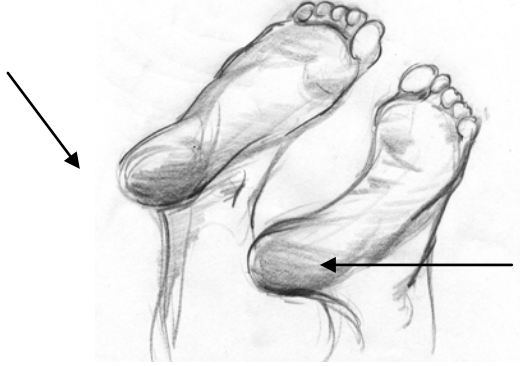
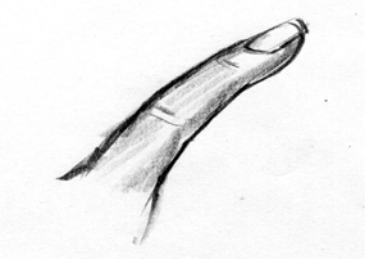
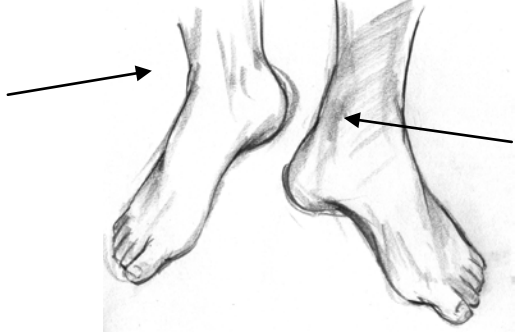
Activity: External Parts of the Body 1

Copy the words.

 Hands _____	 Eyes _____
 Teeth _____	 Feet _____
 Legs _____	 Arm _____
 Tongue _____	 Nose _____

Activity: External Parts of the Body 1

Copy the words.

 Knees _____	 Shoulders _____
 Wrists _____	 Heels _____
 Finger _____	 Ankles _____

External Parts of the Body 2

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 20 – 30 minutes

Targeted Language Skills: listening, writing

Objective: To enable the learners to identify and name different parts of body

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Pictures cut out from activity sheet to make picture cards or pictures from visual glossary.

Vocabulary: stomach, toes, finger, buttocks, waist

Brainstorm: Ask learners:

- What are some different body parts?
- Name the body parts, point to them and then point to their pictures on the activity sheets.
- Explain their functions, miming where possible.

Instructions:

1. Distribute activity sheet, 'External Parts of the Body 2'.
2. Write down new vocabulary on the board and teach their pronunciations and meanings. Use pictures or definitions.
3. Ask the learners to read them aloud several times while pointing to their bodies.
4. Demonstrate how to label a body part on the activity sheet and ask the learners to do the same on their activity sheets, while using the word bank at the bottom.
5. Circulate and help, where needed.

Extension: Body Map:

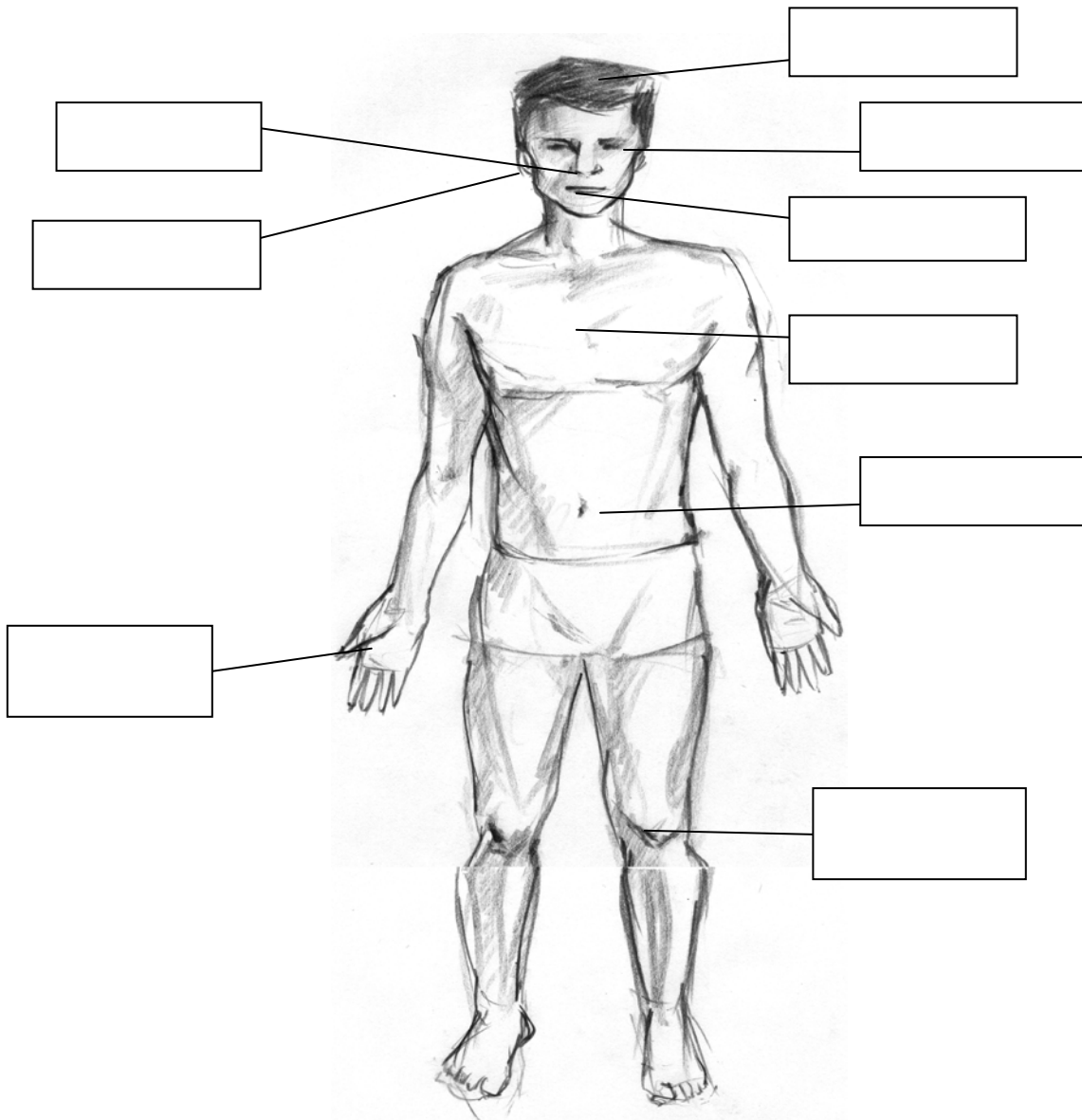
- Ask one learner to draw around an outline of the body.
- Ask learners to add in the physical features of the body, such as facial features.
- Ask learners to label different parts of the body using their collective knowledge.
- Assist the learners as needed.

Activity: External Parts of the Body 2

Label the body parts.

eye nose mouth ear hair

chest hand stomach knee



Activity: External Parts of the Body 2

Label the body parts.

neck

back

elbow

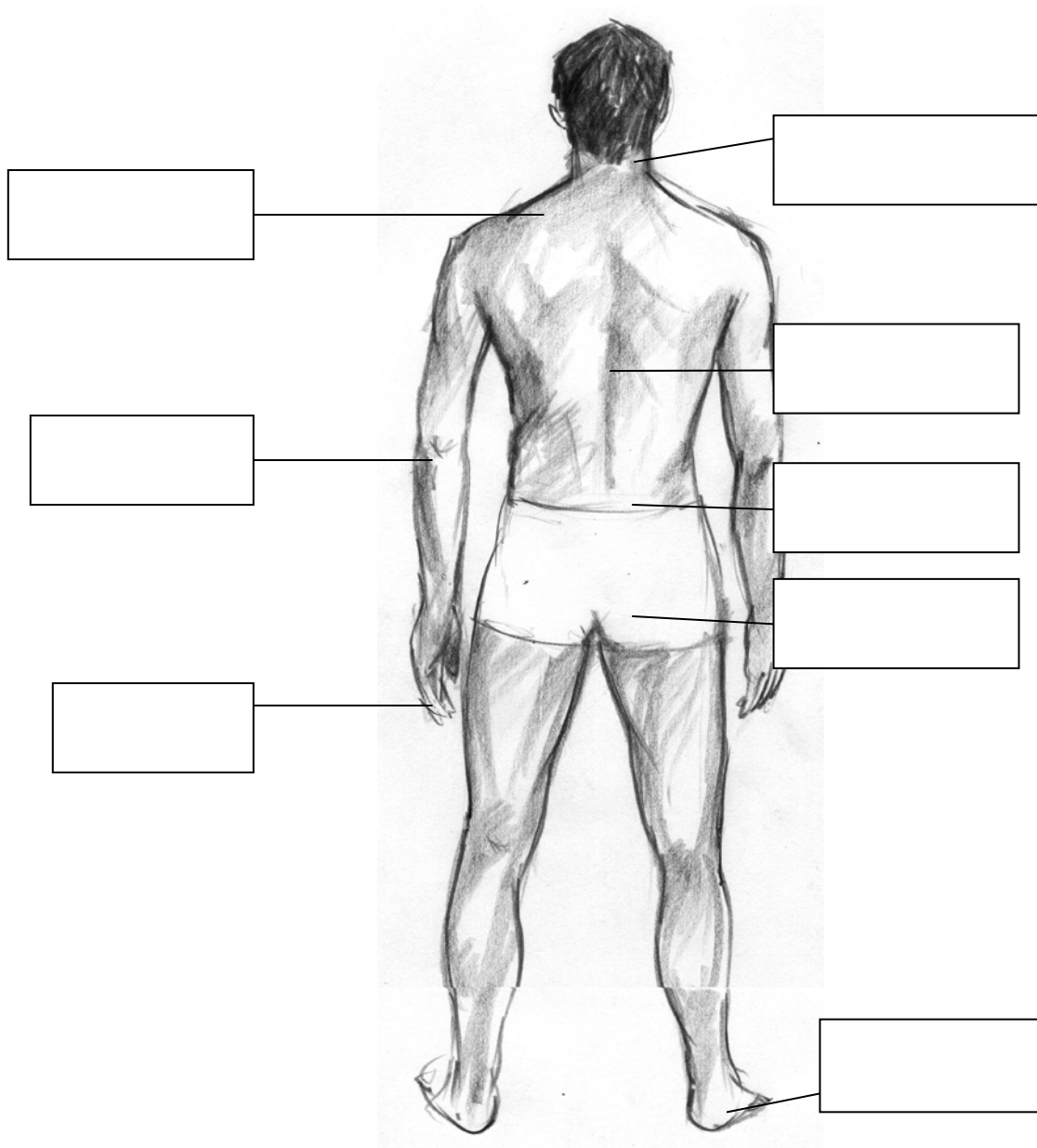
buttocks

waist

foot

finger

shoulder



External Parts of the Body 3

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 15 – 25 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to identify and name different parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Pictures cut out from activity sheet to make picture cards or pictures from visual glossary

Vocabulary: arm, ear, teeth, eye, finger, foot, hand, nose, head, lips

Brainstorm: Ask learners:

- What are some different body parts?
- Name the body parts, point to them and then point to their pictures on the activity sheets
- Explain their functions, miming where possible

Instructions:

1. Write down the new vocabulary on the board and teach their pronunciations and meanings. Use pictures, illustrations or definitions.
2. Ask the learners to read the words aloud several times while pointing to the different part of their own bodies corresponding with the words.
3. Distribute activity sheet, 'External Parts of the Body 3'.
4. Have the learners write down the names of the body parts while hearing the spoken words.
5. Use an example on the board to explain the task to the learners. Assure them that they will have many opportunities to hear the words.
6. Read the vocabulary words to them very slowly.
7. Check the learners' answers

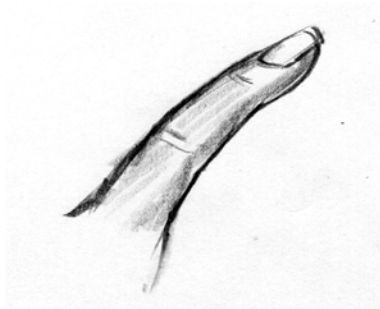
Extension: Cut out a big body figure. Cut all the body parts separate. Divide class into groups and ask them to join the body parts to make a figure. Give them sample questions that they can ask each other: Who has the legs? Do you have one leg only? Where is the arm? What do you have?

Activity: External Parts of Body 3

Write the names of the body parts:











Arm

Eye

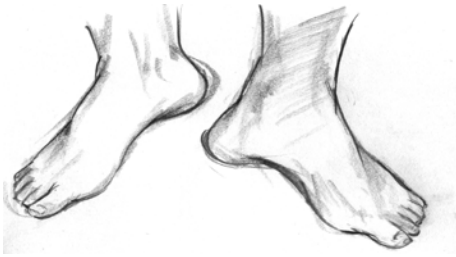
Ear

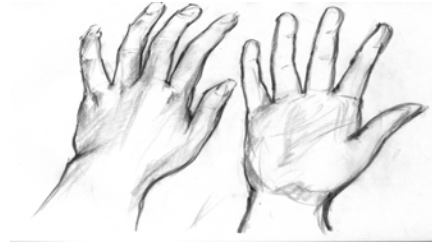
Finger

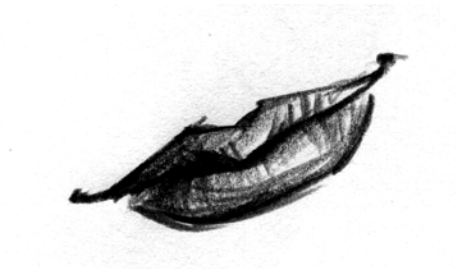
Teeth

Activity: External Parts of Body 3

Listen and write the names of the body parts:











head

hand

foot

lips

nose

External Body Parts and Functions

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 25 – 35 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to identify and name different parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers

Vocabulary: five senses, hear, taste, smell, see, touch

Information: We have five basic senses; sight, hearing, taste, smell and touch. Our senses help us know and experience our world.

- Sight: how we see things through our eyes
- Hearing: how we hear different sounds through our ears
- Taste: how we know if what we eat is sweet, salty, sour or bitter
- Smell: how we know if something has a good or bad smell
- Touch: how we feel things (smooth, rough, wet, dry, etc.)

Brainstorm: Ask learners:

- What are the five senses?
- Point to a body part and ask what does the hand do?
- What do eyes do?

Instructions:

1. Write the five senses on the board and teach their meanings by acting out. Ask the learners to read them aloud and ask questions to ensure understanding.
2. Distribute activity sheet, 'External Body Parts and Functions'.
3. Tell the learners that they will match the functions of the body parts to their pictures by drawing lines. Demonstrate with examples and ask questions to ensure that they understand the task.
4. Circulate and assist where needed. Obtain consensus on the answer.

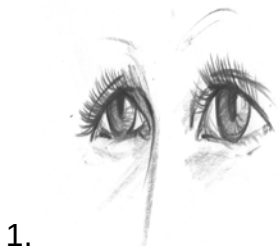
Extension:

1. Cut out the pictures and words from the activity sheet.
2. Divide the learners into two groups.
3. Give one the pictures and the other the words.
4. Ask them to circulate and find who has the word for the picture or vice versa.
5. Write the questions that they can ask on the board e.g.
6. Who has a word to match nose?
7. Who has a picture to match smell?

Answer Key: 1. see 2. hear 3. smell 4. taste 5. touch

Activity: External Body Parts and Functions

Match the columns.



Hear



Taste



See



Touch



Smell

Internal Parts of the Body

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 10 – 20 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to identify and name different parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers

Vocabulary: brain, lungs, heart, stomach,

Information: Hearts pump blood through our bodies. Vessels (tubes, veins) are connected to the heart. These tubes take the blood to all parts of the body.

Our lungs help us breathe. Lungs take oxygen from the air into the blood and carbon dioxide from the blood into the air.

Muscles contract and relax to help us move.

The stomach is where our food goes. It breaks our food into small pieces so that our blood can take nutrients (good parts of the food) from the food. Food gives us energy and keeps us strong.

Brainstorm:

- Review the vocabulary and ensure that the learners understand all key words
- Explain their functions and point them out on the body

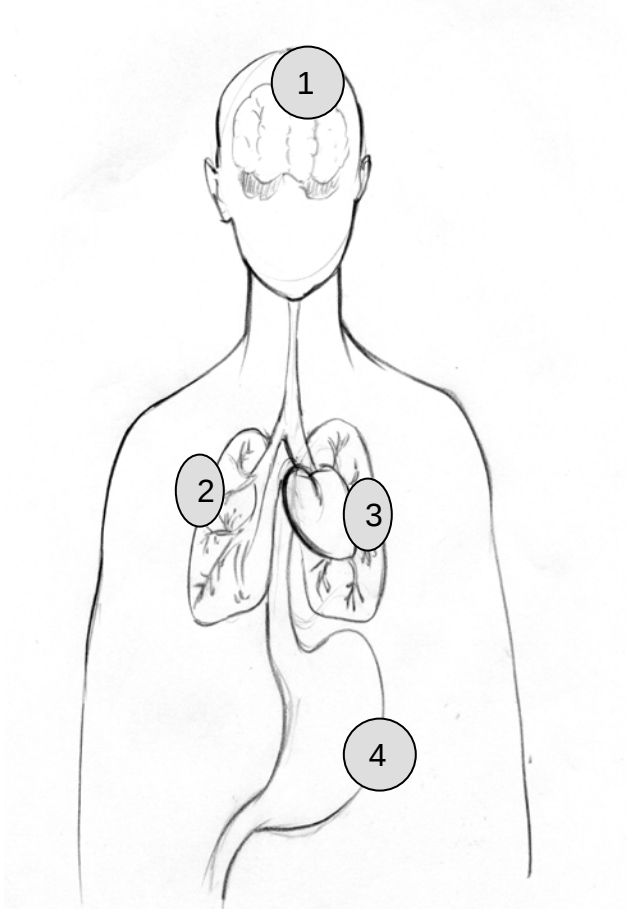
Instructions:

1. Explain the difference between external and internal parts of body.
2. Distribute activity sheet, 'Internal Body Parts'.
3. Write down new vocabulary on the board and teach their pronunciations and meanings with the help of pictures. Ask the learners to read them aloud several times while pointing to their bodies.
4. Explain their meanings and functions in detail. Ask questions to ensure understanding.
5. Demonstrate with examples and ask questions to ensure that they understand the task.
6. Ask the learners to correlate the words in the box with the inside parts of the illustrated body by writing the names of the internal body parts on the lines.
7. Circulate and assist where needed.

Extension:

- Provide learners with a cut out body figure and different internal parts of body.
- Have the learners glue the parts of body inside the body.

Activity: Internal Parts of the Body



Brain

Lungs

Heart

Stomach

Match and write.

1. _____

2. _____

3. _____

4. _____

Internal Body Parts and Functions

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 20 – 40 minutes

Targeted Language Skills: listening, reading, writing

Objective: To enable learners to identify and know the functions of internal parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers

Vocabulary: brain, lungs, heart, stomach, kidney, bones, muscles, joint

Information: Hearts pump blood through our bodies. Vessels (tubes, veins) are connected to the heart. These tubes take the blood to all parts of the body.

Our lungs help us breathe. Lungs take oxygen from the air into the blood and carbon dioxide from the blood into the air.

Muscles contract and relax to help us move.

Bones are hard parts of our body. They help hold our body up. Bones protect the internal parts (organs) of our body.

Kidneys take out bad things from our blood and change them into urine (pee).

Our brain controls all parts of our body. It helps us think. Our brain is in our heads.

The stomach is where our food goes. It breaks our food into small pieces so that our blood can take nutrients (good parts of the food) from the food. Food gives us energy and keeps us strong.

A joint is where two bones meet. Joints have cartilage (a soft material) in them so that the hard bones can move easily.

Brainstorm: Ask learners:

- What does the heart do?
- What is the function of the lungs?

Instructions:

1. Distribute activity sheet 'Internal Body Parts and Function'.
2. Write down the key words on the board and teach their pronunciations and meanings with the help of pictures. Ask the learners to read them

aloud several times while pointing to their bodies.

3. Explain the functions of the internal body parts listed in the activity sheet. Ask questions to ensure understanding.

Method 1

1. Tell the learners that they will match the pictures to the sentences. Make sure the learners do not confuse the stomach with intestines.
2. Demonstrate with examples and ask questions to ensure that they understand the task.
3. Circulate and assist where needed. Obtain consensus on the answers.

Method 2

1. For higher level, learners use the cut out sentence strips provided with the activity. Cut out the pictures as well.
2. Shuffle them and give one set to each student. Ask them to choose a suitable sentence for each picture.

Extension:

- Use the body map to review the body parts and functions. Have the learners think of a medical problem that they have been affected by since arriving in Canada.
- Have the learners work collectively, assist in identifying what the problem is through questions, body language, visuals etc, and assist the learner to write the name of the problem on piece of coloured paper.
- Have the learners stick this piece of paper onto the corresponding body part that the condition affects. (Headaches would be placed on the head).

Review the positioning of the cards on the map and decide if they are in the correct positions.

Answer Key:

- | | | |
|------|------|------|
| a. 3 | b. 6 | c. 7 |
| d. 1 | e. 5 | f. 2 |
| g. 8 | h. 4 | |

Activity: Internal Body Parts and Functions

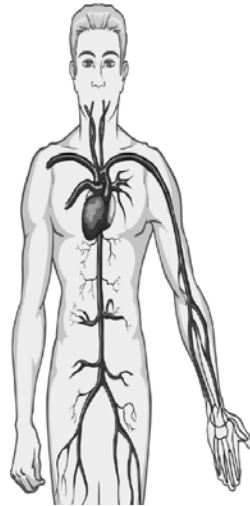
Match the pictures to the sentences:



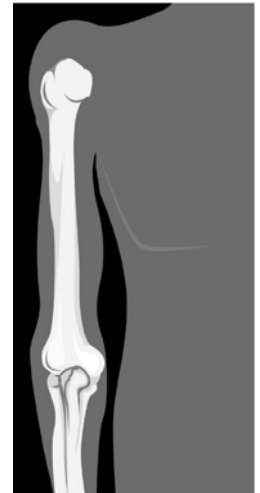
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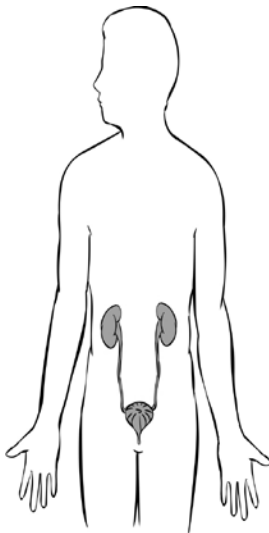
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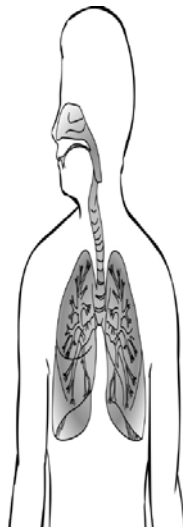
3



4



5



6



7



8

Activity: Internal Body parts and Function

Match the pictures to the sentences.

- a. **Heart** pumps your blood _____
- b. **Lungs** help you breathe _____
- c. **Muscles** help you move _____
- d. **Bones** hold you up _____
- e. **Kidneys** clean your blood _____
- f. **Brain** thinks and controls the body _____
- g. **Stomach** digests your food _____
- h. **Joints** connect the bones _____

Activity: Internal Body Parts and Function

Heart pumps your blood.

Lungs help you breathe.

Muscles help you move.

Bones hold you up.

Kidneys clean your blood.

Brain thinks and controls your body.

Stomach digests your food.

Joints connect your bones.

Symptoms

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 20 – 40 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to express various symptoms associated with certain medical problems.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers

Vocabulary: cold, backache, headache, sore throat, stomach ache

Information: If the symptoms are not serious, you can go to your family doctor or a walk-in clinic. You can call Health Link Alberta if you are not sure about where you should go. You can call Health Link Alberta 24 hours a day, 7 days a week.

- Calgary phone 403-943-5465
- Edmonton phone 780-408-5465
- Province wide phone 1-866-408-5465 (toll free)

Brainstorm: Ask learners:

- Can you tell what signs show that someone has the flu?
- Can you tell what signs show that someone has a stomach problem?

Instructions:

1. Write down the new vocabulary on the board and teach their pronunciations and meanings through body actions or gestures and pictures.
2. Ask the learners to read them aloud several times while miming and pointing to their bodies.
3. Explain their meanings and ask questions to ensure understanding.
4. Distribute activity sheet 'Signs or Symptoms'.
5. Tell the learners that they have to write the symptoms under the pictures using words from the box. Demonstrate with examples and ask questions to ensure that they understand the task.
6. Circulate and assist where needed.

Extension: Ask learners to play charades.
The learners will one by one act out the symptoms without saying the words. The class will guess the word.

Answer Key: a. cold b. backache c. headache d. sore throat e. fever
f. stomach ache

Activity: Symptoms

Write the symptoms.
Use words from the box.



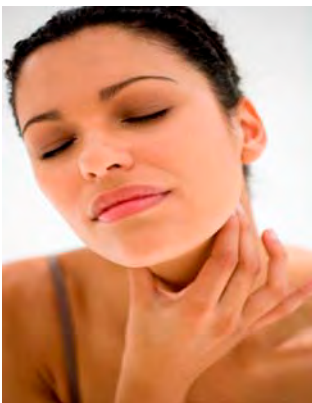
a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

fever

backache

headache

sore throat

stomach ache

Symptoms – Vocabulary

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 30 – 60 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to express various symptoms associated with certain medical problems.

Materials:

- Activity sheets 1, 2 and 3 (one per learner)
- Pencils and erasers

Vocabulary: cold, backache, headache, sore throat, stomach ache

Information: Body parts may be external or internal. External body parts are outside parts of your body such as arm, eye, ear and nose. Internal body parts are inside parts such as heart, liver and kidney.

Symptoms are signs our body uses to tell us that there are health problems. Symptoms can help tell us what is wrong in our body. Symptoms tell you that there are changes in how your body is working. When you visit a doctor, you should tell your doctor how you feel. If you do not feel normal, this can mean that something is wrong with your health.

There are different types of symptoms. Symptoms can be:

- Vomiting (to throw-up)
- Swelling (puffed up)
- Bleeding (loss of blood)
- Fever (high body temperature)
- Earache (pain in the ear)
- Toothache (pain in the teeth)
- Headache (pain in the head)
- Rash (irritation of the skin)
- Numbness (to not feel)
- Drowsiness (sleepy)
- Diarrhea (watery poop/stool)
- Trouble breathing (cannot breath well; shortness of breath)
- Tingling (feeling pins and needles in your body or skin)
- Passing gas (bad smelling air from bowels)
- Congestion (your nose is full. It is hard to breathe from your nose)
- Itching (you want to rub or scratch your skin)
- Fatigue (you feel tired/weak)
- Constipation (your stool (poo) is too hard. It does not come out)
- Sneezing (a quick push of air out of your nose and mouth)

- Stomach ache (pain in your stomach)
- Backache (pain in your back)
- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Dizziness (feeling wobbly/faint; to loose balance; not steady)
- Nausea (to feel like throwing up; feeling sick in the stomach)

Brainstorm:

- Perform actions for symptoms and ask what it is e.g. scratch and ask what am I doing?
- Do the same with cough, dizziness, vomiting

Instructions:

1. Distribute activity sheet, 'Symptoms – Vocabulary 1'.
2. Write down the key words on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times.
3. Tell the learners that they will draw lines to link symptoms with the pictures and then symptoms with their meanings. For lower level learners use only the picture activity.
4. Demonstrate with examples and ask questions to ensure that they understand the task.
5. Circulate and assist where needed. Obtain consensus on the answers. For matching activity say the definition and ask for the word. Have the learners repeat the word for pronunciation practice.
6. Use the same methodology with activity sheets, 'Vocabulary 2' and 'Vocabulary 3'.

Extension: Symptoms Vocabulary 1 - crossword puzzle given after vocabulary 1 activity. For lower levels, it is recommended that the facilitator write the first letter of every word in the cross word or provide a list of words to choose from.

Answer Key:	Vocabulary 1:	1. quick noisy push of air from throat or lungs	5. feel like vomiting (throwing up)
		2. watery poop/ stool	6. red marks or spots on chin
		3. feel faint or wobbly	7. hard to eat or drink because throat hurts
		4. high body temperature	
	Vocabulary 2:	1. C	4. F
		2. E	5. D
		3. A	6. B
	Vocabulary 3:	1. C	5. B
		2. E	6. G
		3. A	7. D
		4. F	

Crossword:

Across

1- Dizziness

3 – Cough

4 – Fever

Down

1 – Diarrhea

2 – Nausea

Activity: Symptoms - Vocabulary 1

Draw lines to match.

1. cough



2. diarrhea



3. dizziness



4. fever



5. nausea



6. rash



7. sore throat



Activity: Symptoms - Vocabulary 1

Draw lines to match.

Symptom	Meaning
1. cough	quick, noisy push of air from throat
2. diarrhea	high body temperature
3. dizziness	watery poop/stool
4. fever	feel faint or wobbly
5. nausea	hard to eat or drink because throat hurts
6. rash	feel like vomiting (throwing up)
7. sore throat	red marks or spots

Extension Activity

Symptoms - Vocabulary 1

1					2			

Across

1. Feel faint and wobbly
3. Quick noisy push of
air from throat
4. High body
temperature

Down

1. Watery poop/ stool
2. Feel like vomiting
(throwing up)

Activity: Symptoms - Vocabulary 2

Match the symptom to the meaning.

1. Numbness _____
2. Wheezing _____
3. Tingling _____
4. Passing gas _____
5. Seizure _____
6. Shortness of breath _____

- a. Feeling pins and needles in your body or skin
- b. You cannot get enough air and it is hard to breathe
- c. You cannot feel
- d. A sudden short attack of shaking and unconsciousness (like sleep)
- e. Making a whistling sound when breathing
- f. Bad smelling air from bowels

Activity: Symptoms - Vocabulary 3

Match the meaning to the symptom.

Write the alphabet on the line.

1. Your nose is full. It is hard to breathe from your nose. _____
2. You feel tired/weak. _____
3. Pain or ache in your head. _____
4. Your stool (poop) is too hard. It does not come out easily. _____
5. You want to rub or scratch _____
6. A quick push of air out of your nose and mouth _____
7. To throw up _____

Symptoms

A headache

D vomit

B itching

E fatigue

C congestion

F constipation

G sneeze

Expressing Symptoms

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 30 – 60 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to express various symptoms associated with certain medical problems

Materials:

- Activity sheet (one per learner)
- Handouts (one per learner)
- Pencils and erasers

Vocabulary: backache, headache, stomach ache, temperature

Information: You can go to a family doctor or a walk-in clinic when you have symptoms. It is important to be able to tell symptoms. It will make it easier for your doctor to tell what your problem is. Some symptoms that you can have are:

- Vomiting (to throw-up)
- Swelling (puffed up)
- Bleeding (loss of blood)
- Fever (high body temperature)
- Earache (pain in the ear)
- Toothache (pain in the teeth)
- Headache (pain in the head)
- Rash (irritation of the skin)
- Numbness (to not feel)
- Drowsiness (sleepy)
- Diarrhea (watery poop/stool)
- Trouble breathing (cannot breath well; shortness of breath)
- Tingling (feeling pins and needles in your body or skin)
- Passing gas (bad smelling air from bowels)
- Congestion (your nose is full. It is hard to breathe from your nose)
- Itching (you want to rub or scratch your skin)
- Fatigue (you feel tired/weak)
- Constipation (your stool (poo) is too hard. It does not come out)
- Sneezing (a quick push of air out of your nose and mouth)
- Stomach ache (pain in your stomach)
- Backache (pain in your back)
- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Dizziness (feeling wobbly/faint; to loose balance; not steady)
- Nausea (to feel like throwing up; feeling sick in the stomach)

Brainstorm: Distribute or make flash cards from handout, 'Expressing Symptoms'.

Ask learners:

- What problems does she have?
- Is she tired?

Instructions:

1. Write the symptoms described in the activity sheet on the board and teach their pronunciations and meanings with the help of pictures. Explain that there are different ways of describing the same symptoms. Ask the learners to read them aloud several times while miming them.
2. Ask questions to ensure understanding.
3. Distribute activity sheet, 'Expressing Symptoms' or cut the activity into strips and have the learners match them.
4. Tell the learners that they have to match the sentences that have the same meaning by drawing lines to link them.
5. Circulate and assist where needed. Obtain class consensus on answers.

Extension:

- Play charades. Get the learners to act out symptoms and injuries.
- Play Symptoms & Injuries Bingo. Refer to page 49.

Answer Key:

1. I have a headache.	2. I have a backache.
3. I have a stomach ache.	4. I have a sore throat.
5. I have a high temperature.	6. I have a cold.

Handout: Expressing Symptoms



Activity: Expressing Symptoms

Match the sentences. Draw lines to link them.

1.	My head hurts.		I have a stomach ache
2.	My back hurts.		I have a high temperature.
3.	My stomach hurts.		I have a headache.
4.	My throat hurts.		I have a cold.
5.	I have a runny nose.		I have a sore throat.
6.	I have a fever.		I have a backache.

Describing Feelings

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 30 – 60 minutes

Targeted Language Skills: reading, writing

Objective: To enable learners to describe how they feel.

Materials:

- Activity sheet (one per learner)
- Handouts (one per learner)
- Pencils and erasers

Vocabulary: fine, great, good, ok, so-so, in pain, sick, not so good

Information: Symptoms are signs our body uses to tell us that there are health problems. Symptoms can help tell us what is wrong in our body. Symptoms tell you that there are changes in how your body is working. When you visit a doctor, you should tell your doctor how you feel. If you do not feel normal, this can mean that something is wrong with your health. If you do not feel good, you should go to a doctor.

Brainstorm: Ask learners:

- How do you feel today?
- How is the weather?

Instructions:

1. Write down the key words on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times while imitating.
2. Explain to the learners that the feelings are different when we are sick or injured. Tell them that there are degrees of feelings based on intensity of pain or happiness. Give practical examples and invite the learners to provide more examples with situations.
3. Distribute activity sheet, 'Describing Feelings'.
4. Tell the learners that they have to fill in the blanks by using the words in the box.
5. Demonstrate with examples and ask questions to ensure that they understand the task.
6. Circulate and assist where needed.

Extension:

1. Give learners the handout, 'Feelings'.
2. Show the feelings picture cards with the words written on them. Present a scenario/context or ask concept checking questions to ensure that they have the right meaning. For example: Are you happy when you are lonely? (No) Do you have a lot of friends when you are lonely? (No) Do

- you have someone to talk to when you are lonely? (No)
3. Then show feelings picture cards with no words and have the learners guess the words.

Answer Key:

1. great	2. in pain	3. well
4. sick	5. fine	6. good
7. so-so		

Activity: Describing Feelings

Fill in the blanks.

fine

great

good

so-so

in pain

sick

well

1. The weather is good. I feel _____.
2. He fell down. He was _____.
3. My neck hurts. I am not feeling _____.
4. I cannot come to the office. I am _____.
5. I put a bandage on the cut. It looks _____ now.
6. I have taken the medicine. It should be _____.
7. I need to see the doctor. I am _____.

Handout: Feelings



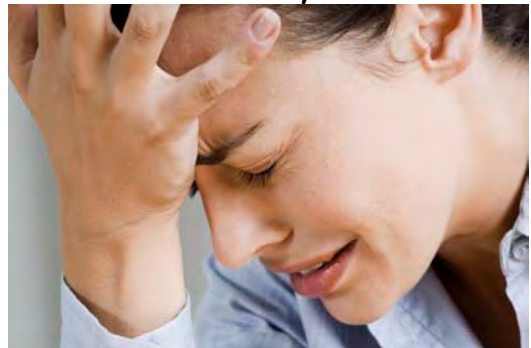
Angry



Dizzy



Lonely



Sad



Stressed



Tired



Afraid



Sick

Picture Cards: Feelings





Injuries

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 30 – 60 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to describe how they feel.

Materials:

- Activity sheet (one per learner)
- Bingo cards (one per learner)
- Pencils and erasers

Vocabulary: cough, cut, fracture, burn, earache, swelling, bruise, runny nose

Information: An injury is when you hurt your body. An injury can be on the outside of your body like:

- A burn (when you hurt/injure yourself by touching something very hot. Your skin gets red and sore)
- Cuts (to break the skin with a sharp object such as knife, scissors, scalpel)
- A fracture (break e.g. to break a bone)
- Swelling (puffed up)
- Bruises (when you are hurt and the skin turns black or blue)

An injury can be inside of your body like:

- Blood clotting (a lump in blood)
- Muscle tear (rip)

If you are hurt, you should get help. Injuries inside your body can be more serious than you feel. You should get help if the symptoms are serious. You should go to an emergency department or urgent care centre.

If the symptoms are not serious, you can go to your family doctor or walk-in clinic. You can call Health Link Alberta if you are not sure about where you should go. You can call Health Link Alberta 24 hours a day, 7 days a week.

- Calgary phone 403-943-5465
- Edmonton phone 780-408-5465
- Province wide phone 1-866-408-5465 (toll free)

Other symptoms and injuries you might have are:

- Fever (high body temperature)
- Earache (pain in the ear)
- Toothache (pain in the teeth)
- Headache (pain in the head)

- Stomach ache (pain in your stomach)
- Backache (pain in your back)
- Flu (an illness that affects breathing or stomach)
- Colds (illness which affects the nose and throat - coughing, sneezing, sore throat, runny nose)
- Cough (quick noisy push of air from mouth)

Brainstorm: Ask learners:

- What are injuries? Explain the word by giving examples.

Distribute Handout, 'Injuries'

Ask learners:

- What do you see in the first picture?

- Instructions:**
1. Write the symptoms described in the activity sheet on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times and ask questions to ensure understanding.
 2. Distribute activity sheet, 'Injuries'.
 3. Tell the learners that they will match the words with the pictures depicting symptoms by drawing lines and then write the words under the pictures.
 4. Demonstrate with examples and ask questions to ensure that they understand the task.
 5. Circulate and assist where needed.

- Extension:**
1. Play Symptoms & Injuries Bingo provided at the end of activity. Give learners the bingo cards.
 2. For lower level learners say the words and show pictures or act them out.
 3. For higher level learners cut out the pictures from Handout: Injuries on page 43 and Handout: Expressing Symptoms on page 34.
 4. Show the pictures and have the learners guess the words to be crossed out on the bingo cards.
 5. The learner who gets all the words in a row or in a column wins and says bingo.

- Answer Key:**
- | | |
|-------------|-------------|
| a. Cut | b. Bruise |
| c. Burn | d. Fracture |
| e. Swelling | |

Handout: Injuries



Activity: Injuries

Draw a line to match. Write the name of the injury.



Burn

a. _____



Cut

b. _____



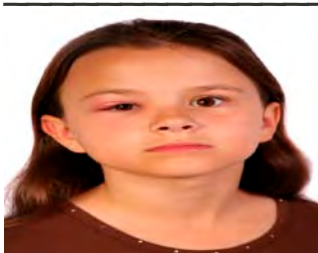
Fracture

c. _____



Bruise

d. _____



Swelling

e. _____

Symptoms & Injuries Bingo

Facilitators: Cut out words below to use as call words

headache	stomach ache	backache
fever	cold	sore throat
burn	cut	fracture
toothache	cough	bruise
swelling	flu	earache

Handout: Symptoms & Injuries Bingo

cold		backache	earache
cut	burn		fracture
fever	flu	stomach ache	
	headache	bruise	toothache



headache	stomach ache	swelling	
cough			cold
fever	backache	bruise	flu
	cut	fracture	sore throat



flu	cold		swelling
	toothache	burn	
fever	cut	fracture	backache
stomach ache		headache	bruise

	stomachache		earache
fever	bruise	sore throat	flu
swelling		headache	backache
burn	cut	fracture	



toothache	cough	sore throat	
	flu	bruise	headache
fever		earache	cut
fracture	cold		swelling



backache	stomach ache	swelling	
	fracture	fever	flu
cold		sore throat	burn
toothache	cut		earache

sore throat		cut	earache
flu	burn		fracture
	swelling	bruise	cold
toothache	cough	backache	



toothache	fever		burn
backache	headache	cough	
	cold	fracture	flu
swelling		stomach ache	earache



fracture		headache	
	cold	sore throat	flu
earache	toothache	swelling	fever
burn	cut		backache

sore throat		headache	fracture
toothache	fever	cold	
	bruise	flu	stomach ache
cut	burn		swelling



cough		backache	cut
flu	stomach ache	fracture	
headache	cold		fever
	earache	sore throat	swelling



toothache		backache	earache
fever	cold		flu
	sore throat	bruise	
burn	cut	fracture	swelling

Symptoms and Health Problems

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 25– 40 minutes

Targeted Language Skills: listening, reading, writing

Objective: To enable learners to realize what symptoms are related to different health problems.

Materials:

- Activity sheet (one per learner)
- Pencils and erasers

Vocabulary: headache, toothache, runny nose, sore throat, fever

Information: Symptoms are signs our body uses to tell us that there are health problems. Symptoms can help tell us what is wrong in our body. Symptoms tell you that there are changes in how your body is working. When you visit a doctor, you should tell your doctor how you feel. If you do not feel normal, this can mean that something is wrong with your health. If you do not feel good, you should go to a doctor.

There are different types of symptoms. Symptoms can be:

- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Fever (high body temperature)
- Toothache (pain in the teeth)
- Headache (pain in the head)
- Sore throat (pain in the throat)

Symptoms can be a sign that you have different diseases or illnesses like:

- Malaria (fever caused by infected mosquitoes)
- Tuberculosis/TB (infectious disease that affects your lungs and other parts of your body)
- Cancer (cells that grow uncontrollably. Cells are what our bodies are made up of.)
- Heart problems
- Kidney problems
- Digestive problems (problems with how the body deals with food and uses it for energy/power)
- Flu (an illness that affects breathing or stomach)
- Colds (illness which affects the nose and throat)
- Liver problems (illnesses such as cirrhosis: liver cells get hurt and replaced by scar tissue)

- Hearing problems
- Eye problems

If symptoms continue for many days go and see a doctor. If you do not go to a doctor, it may cause more problems. Symptoms help you understand what is wrong with your body.

Brainstorm: Ask learners:

- Has anyone had the flu recently?
- How did you know you had the flu?

- Instructions:**
1. Write down the key words on the board and teach their pronunciations and meanings. Ask the learners to read them aloud several times while pointing to their bodies.
 2. Distribute activity sheet, 'Symptoms and Health Problems'.
 3. Have the learners listen to the sentences and write the sentence number in front of the medical problem they hear. Tell them that the pictures are there to help them.
 4. Use an example on the board to explain the task to the learners. Assure them that they will have many opportunities to hear the listening script.
 5. Read out the entire listening script, 'Symptoms and Health Problems'.
 6. Check the learners' answers and get class consensus on their accuracy.

- Answer Key:**
- | | |
|----|---|
| a. | 3 |
| b. | 1 |
| c. | 4 |
| d. | 5 |
| e. | 6 |
| f. | 2 |

Listening: Symptoms and Health Problems

Listen to the script and find the symptoms you hear.

1. Beta has a **runny nose**.
2. Rosa has a **high fever**.
3. Ali has a **cough**.
4. Mary has a bad **headache**.
5. Anna has a terrible **toothache**.
6. Jill has a **sore throat**.

Activity: Symptoms and Health Problems

Write a number in front of the symptoms you hear.

a.	Cough		
b.	Runny nose		1
c.	Headache		
d.	Tooth ache		
e.	Sore throat		
f.	Fever		

Body Parts and Medical Problems

Facilitator's Notes

Level: CLB 2

Time: 20– 40 minutes

Targeted Language Skills: speaking, reading, writing

Objective: To enable the learners to associate various medical problems with the different body parts.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers

Vocabulary: food poisoning, stroke, asthma, heart attack

Information: Body parts may be external or internal. External body parts are outside parts of your body such as arm, eye, ear and nose. Internal body parts are inside parts such as heart, lungs and kidneys. All parts of body play a special role in how our body works.

The heart beats to pump blood. Vessels (tubes) are connected to the heart. These tubes take the blood to all parts of body.

Lungs help us breathe. Lungs take oxygen from the air into the blood and carbon dioxide from the blood into the air.

Muscles contract and relax to help us move.

Bones are hard parts of our body. They help hold our body up. Bones protect the internal parts of our body.

Kidneys take out bad things from our blood and change then into pee.

Brain is in our head. It controls all parts of our body. It helps us think.

Stomach is where our food goes. It breaks our food into small pieces so that our blood can take nutrients (good parts of the food) from the food.

Joint is where two bones meet. Joints have cartilage (a soft material) in them so that the hard bones can move easily.

Some different problems you might have are:

- Heart attack (the heart gets damaged/ hurt)
- Stroke (sudden loss of brain function caused when the supply of blood to the brain stops)
- Asthma (disease that makes it hard for people to breathe)
- Flu (an illness that affects breathing or stomach)
- Stomach ache (pain in your stomach)

- Brainstorm:** Ask learners:
- Do you know any problems related to the nose?
 - Do you know of any disease that can affect your brain?
- Instructions:**
1. Write down the key words about body parts and their associated medical problems on the board. Ensure proper pronunciation and understanding of the meanings.
 2. Ask the learners to read them aloud several times while pointing to their bodies. Ask questions to ensure understanding.
 3. Distribute activity sheet, 'Body Parts and Medical Problems'.
 4. Tell the learners that they have to match the body parts with the medical problems listed in the box.
 5. Demonstrate with examples and ask questions to ensure that they understand the task.
 6. Circulate and assist where needed. Obtain consensus on the answers.
- Extension:** Higher-level learners can brainstorm symptoms that are associated with the medical problems. The facilitator can write the main symptoms associated with the medical problem on the board and learners can copy them.
- Answer Key:**
- | | |
|-----------------|-----------------|
| 1. Stroke | 2. Asthma |
| 3. Heart attack | 4. Stomach ache |
| 5. Flu | |
- Brainstorm:** Ask learners:
- Do you know any problems related to the nose?
 - Do you know of any disease that can affect your brain?
- Instructions:**
1. Write down the key words about body parts and their associated medical problems on the board and teach their pronunciations and meanings.
 2. Ask the learners to read them aloud several times while pointing to their bodies. Ask questions to ensure understanding.
 3. Distribute activity sheet, 'Body Parts and Medical Problems'.
 4. Tell the learners that they have to match the body parts with the medical problems listed in the box.
 5. Demonstrate with examples and ask questions to ensure that they understand the task.
 6. Circulate and assist where needed. Obtain consensus on the answers.
- Extension:** Higher-level learners can brainstorm symptoms that are associated with the medical problems. The facilitator can write the main symptoms associated with the medical problem on the board and learners can copy them.

Answer Key:

- | | |
|-----------------|-----------------|
| 1. Stroke | 2. Asthma |
| 3. Heart attack | 4. Stomach ache |
| 5. flu | |

Activity: Body Parts and Medical Problems

Match the body parts with the medical problem.

Picture	Parts of Body	Medical Problem
1. 	brain	heart attack
2. 	lungs	stroke
3. 	heart	asthma
4. 	stomach	flu
5. 	nose	stomach ache

Symptoms and Treatment

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 30– 40 minutes

Targeted Language Skills: reading, writing

Objective: To familiarize learners with different treatment options available for different medical problems.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Glue to paste the pictures

Vocabulary: rash, anxiety, excessive, unconscious, severe

Information: There are different types of health care for people who live in Alberta. These are:

- Health Link Alberta
- Walk-in clinics
- Family doctors
- Urgent care centres
- Hospital emergency departments

You can go to any of these places based on how sick you are. For example; you will not go to an emergency for a common cold (an illness which affects the nose and throat), flu (an illness that affects breathing or stomach) or fever (high body temperature).

Other symptoms and illnesses:

- Rash (irritation of the skin, causes redness of the skin)
- Fracture/break (to break a bone)
- Unconscious (person is not awake but not asleep and will not wake up; does not respond)
- Giving birth/ labour; pregnancy (baby is growing inside a woman for 9 months)
- Heart attack (the heart gets damaged/ hurt)
- Toothache (pain in the teeth)
- Cut (to break the skin with a sharp object such as knife, scissors, scalpel)
- Burn (when you hurt/injure yourself by touching something very hot. Your skin gets red and sore)

Brainstorm: Ask learners:

- Where would you go when you have toothache?

- What would you do if you found out that you were pregnant?

Instructions:

1. Write down the key words on the board and teach their pronunciations and meanings with the help of pictures.
2. Divide class into pairs.
3. Cut activity sheet, 'Symptoms and Treatment' and provide each pair with a set of symptoms.
4. Distribute the activity sheet with treatment options.
5. Tell the learners to stick the symptoms/injuries under the place where they would go for treatment.
6. Demonstrate with examples and ask questions to ensure that they understand the task.
7. Circulate and assist where needed. Obtain consensus on the answers.

Answer Key:

- | | |
|------|-------|
| 1. C | 2. B |
| 3. A | 4. B |
| 5. B | 6. C |
| 7. C | 8. C |
| 9. A | 10. D |

Activity: Symptoms and Treatment

Where will you go if you have these conditions?



rash



high fever



broken arm



flu



heart attack



toothache



too much blood from a cut



unconscious



burnt hand



pregnancy

Activity: Symptoms and Treatment

Where will you go?

 Emergency 911 A	 Urgent Care B	 Health Link Alberta 1-866-408-5465 403-943-5465 780-408-5465 C	 Family Doctor or Walk-In Clinic D

Jen has a Toothache

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 40– 60 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To teach learners the appropriate responses to medical symptoms.

Materials:

- Activity sheet (one per learner)
- Pencils and erasers

Vocabulary: toothache, appointment, receptionist, dentist

Information: When you have a toothache (pain in your teeth) you should go to a dentist. A dentist is a doctor that looks after your teeth and gums. To see a dentist you will have to book an appointment. An appointment is the time and date you agree to meet or see someone.

Brainstorm: Ask learners:

- What does toothache mean?
- Have you ever had a toothache?

Instructions:

1. Display the transparency of the activity sheet, 'Jen has a Toothache' on the overhead projector.
2. Discuss the people in the pictures and the situation depicted.
3. Ask questions to elicit specific information about the situation in the pictures. Write down the key words on the board. Explain their meanings and tell the learners to read them aloud several times. Ask them to copy the words under the relevant pictures.
4. Elicit from the learners a story about the situation using general and specific questions, and write it on the board.
5. Read the story aloud, pausing where editing is needed. Ask questions, such as: "Is there another way to say this?" and "Is this okay?"
6. Ask the learners to copy the story onto their activity sheets and take turns reading the story to their partners.
7. Read the story aloud with the class several times and emphasize the possibility of utilizing low cost dentists and free dental care for persons with low income.

Answer Key:

a. Toothache	b. Appointment
c. Receptionist	d. Dentist

Sample Story: Jen had a toothache. She phoned a dental clinic. The receptionist gave her an appointment. The dentist checked her teeth.

Activity: Jen has a toothache

1. Copy the words from the board under the pictures.



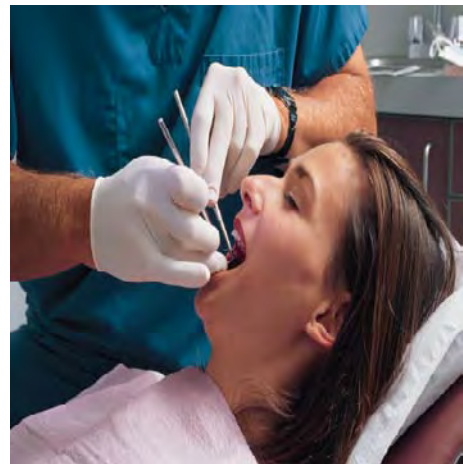
a. _____



b. _____



c. _____



d. _____

Activity: Jen has a toothache

Strip story.

Jen has a toothache.

She phoned a dental clinic.

The receptionist booked her appointment.

The dentist checked her teeth.

Activity: Jen has a toothache

Copy the story.

Jen had a toothache. She _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Health Problem and Treatment

Facilitator's Notes

Level: CLB 2

Time: 30– 60 minutes

Targeted Language Skills: reading, writing

Objective: To enable learners to differentiate between various treatment options according to the intensity of their medical problems.

Materials:

- Activity sheet (one per learner)
- Pencil, erasers

Vocabulary: broken, severe, burn, stomach ache, diarrhea

Information: There are different types of health care for people who live in Alberta. These are:

- Health Link Alberta
- Walk-in clinics
- Family doctors
- Urgent care centres
- Hospital emergency departments

You can go to any of these places according to your need for example; you will not go to an emergency for a common cold (an illness which affects the nose and throat), flu (an illness that affects breathing or stomach) or fever (high body temperature).

Symptoms and illnesses:

- Fracture/break/ broken (to break a bone)
- Heart attack (the heart gets damaged/ hurt)
- Stomach ache (pain in the stomach)
- Diarrhea (watery poop/stool)
- Burn (when you hurt/injure yourself by touching something very hot. Your skin gets red and sore)

Brainstorm: Ask learners:

- Where you would go if you have fever?
- What you would do if you have a broken arm?

Write their answers on the board to explain various treatment options further.

Instructions:

1. Distribute vocabulary exercise and help learners finish the activity.
2. Distribute activity sheet, 'Health Problems and Treatment'.
3. Write down the key words on the board and teach their

pronunciations and meanings. Ask the learners to read them aloud several times.

4. Ask questions to ensure understanding.
5. Tell the learners about the various options they have when they experience medical emergencies, injuries and symptoms that may cause worries. Emphasize that decisions should be made on a case-by-case basis depending upon the urgency and seriousness of the case. Give practical examples and ask questions to ensure understanding.
6. Circulate and assist where needed. Obtain consensus on the answers.

Answer Key:	Symptom	Call Health Link	Home Rest	Doctor	Urgent Care	Hospital
	Broken arm				x	
	Severe Burns				x	X
	Stomach ache	x		X		
	Vomit	x				
	Cold	x	x	X		
	Diarrhea	x				
	Insect bite	x				

Activity: Health Problem and Treatment

Match the words with the pictures.

Diarrhea



Stomach ache



Burn



Insect bite



Vomit



Cold



Broken arm



Activity: Health Problem and Treatment

Put a tick (✓) under the treatment, you will use for these problems.

Problem/ symptom	Home Rest 	Doctor 	Urgent Care 	Hospital 
 broken arm				
 burns				
 stomach ache				
 vomit				
 cold				
 diarrhea				
 insect bite				

Health Problem and Treatment 2

Facilitator's Notes

Level: CLB 2

Time: 30– 60 minutes

Targeted Language Skills: listening, speaking, reading

Objective: To enable learners to tell their symptoms and to know what to do when they have symptoms.

Materials: For each group:

- Dice
- Markers (game pieces – can use pieces from any game or different coloured blocks)
- Copy of game board (enlarged)
- Pictures from visual glossary

Vocabulary: numb, dizzy, congestion, work out, drowsy

Information: There are different types of health care for people who live in Alberta. These are:

- Health Link Alberta
- Walk-in clinics
- Family doctors
- urgent care centres
- Hospital emergency departments

You can go to any of these places according to your need for example; you will not go to an emergency for a common cold (an illness which affects the nose and throat), flu (an illness that affects breathing or stomach) or fever (high body temperature).

There are different types of symptoms. Symptoms can be:

- Vomiting (to throw-up)
- Swelling (puffed up)
- Bleeding (loss of blood)
- Fever (high body temperature)
- Earache (pain in the ear)
- Toothache (pain in the teeth)
- Headache (pain in the head)
- Rash (irritation of the skin)
- Numbness (to not feel)
- Drowsiness (sleepy)
- Diarrhea (watery poop/stool)
- Trouble breathing (cannot breath well; shortness of breath)

- Tingling (feeling pins and needles in your body or skin)
- Passing gas (bad smelling air from bowels)
- Congestion (your nose is full. It is hard to breathe from your nose)
- Itching (you want to rub or scratch your skin)
- Fatigue (you feel tired/weak)
- Constipation (your stool (poo) is too hard. It does not come out)
- Sneezing (a quick push of air out of your nose and mouth)
- Stomach ache (pain in your stomach)
- Backache (pain in your back)
- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Dizziness (feeling wobbly/faint; to lose balance; not steady)
- Nausea (to feel like throwing up; feeling sick in the stomach)

Brainstorm: Ask learners:

- What are some different illnesses and symptoms?
- Where will you go if you have a runny nose and fever?

Instructions:

1. Explain new vocabulary with the help of simple definitions and pictures from the visual glossary.
2. Divide class into groups.
3. Hand out the rules and the game. Discuss the rules. Clarify meanings of difficult words.
4. Circulate to facilitate the learners.
5. The person who reaches the end first is the winner.

Extension: Discuss as a class the symptoms for common diseases e.g. cold, flu, diarrhea etc.

Board Game: Symptoms

Rules:

1. Start - the person who rolls the highest number starts first.
2. I have a rash - move on to health link.
3. I have a stuffy nose - go back to the pharmacist.
4. I ate fruits and vegetables - move forward four spaces.
5. I am at a dentist - good job move on.
6. I am feeling dizzy - rest and lose a turn.
7. I am happy - move forward four squares.
8. I have a toothache - go back to the dentist.
9. I called Health Link Alberta - move forward three spaces.
10. I have a cough - rest here lose one turn.
11. I have diarrhea - go back to health link and call.
12. Feeling healthy - move forward five spaces.
13. Urgent care - good job move on.
14. I burnt my hand - go back to urgent care.
15. I cut my finger - go back to urgent care.
16. I am feeling so-so - lose one turn to rest.
17. I did my work out - move forward five spaces.
18. I am drowsy - rest until your turn.
19. My finger is numb - lose one turn.
20. I have an earache - go back and call health link.

Board Game: Symptoms

START		I have a rash.				I have a stuffy nose
						 I ate fruits and vegetables
I have a Toothache		I am happy 		I am feeling dizzy	HEALTH-LINK	I am at a Dentist
I called Health Link 		I have a cough		I have diarrhea		Feeling Healthy 
	Feeling so-so			I cut my finger	I have a burnt hand	Urgent Care
I did my work out						
	I am drowsy		I have a numb finger.		I have an earache	

Additional References

- Poison Checklist for the Home
http://www.padis.ca/client/media/2/01/06.03.17_poison_checklist.pdf
- Poison Prevention Tips
<http://www.padis.ca/descviewer.php?title=Poison+Prevention+Tips&oid=20>